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ABSTRACT

This bibliography, second in a series of three to be issued by the Women's Educational Equity Communications Network (WEECN), contains ninety-three selected information resources (articles, papers, separately published bibliographies, and monographs) in the area of continuing education and the reentry woman. These materials, alphabetized according to title, are grouped into six sections as follows: (1) overviews and bibliographies, (2) the mature woman student, (3) counseling resources, (4) program development, (5) specific programs, and (6) Women's Educational Equity Act projects. Each citation includes the title, author(s), publisher or journal, publication date, pages, source, cost, and annotation. Some representative titles from the six sections respectively are (1) "Adult Women's Education: A Radical Critique," "Going Back to School at 35 and Over," and Returning Women: To Work and School; (2) "Back to School--at 50," "Do I Have the Right to Be a Working Mother?," "Meeting the Needs of Working Class Women in Postsecondary Education," and "Resocialization and Reentry"; (3) "Counseling Experiences and Needs of Older Women Students" and "Supermoms Shift Gears: Reentry Women"; (4) "Continuing Education for Women, 1960-1975: A Critical Appraisal" and "A Question of Opportunity: Women and Continuing Education"; (5) "ANSWER: A Response to Women's New Ideas and Needs" and Development and Administration of Continuing Education for Women: 1964-1974; and (6) Apprenticeship Training Entry: Advanced Career Preparation, and Overcome Cultural Barriers: Survival Skill Training for Low-Income Women. (EM)

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WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

BIBLIOGRAPHY SERIES: 2

CONTINUING EDUCATION: REENTRY AND THE MATURE WOMAN ANNOTATED SELECTED REFERENCES AND RESOURCES

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WEECN will produce six annotated bibliographies and six information analysis products (e.g., how-to handbooks, research syntheses, program reviews) on topics specific to women's educational equity during the coming year.

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INTRODUCTION

This is the second publication in a bibliography series to be issued by the Women's Educational Equity Communications Network (WEECN).

The first bibliography of the series, *Women's Educational Equity: Annotated Selected References and Resources,* was developed to provide an introductory overview of some of the major resources concerned with the elimination of sex role stereotyping of women and men, girls and boys, in the field of education. The publication includes an annotated listing of relevant journals, newsletters/resource publications, and library collections. A section covering books, reports, and bibliographies contains entries related to elementary and secondary education, higher education, continuing education, and vocational/career education.

This second publication includes a variety of information resources in the area of continuing education and the reentry woman, but does not attempt to list them comprehensively. The print materials identified were obtained through independent inquiry of individuals in the field, through a manual search of library and bookstore holdings and organization publications, and through a computer search of major national databases. The Women's Educational Equity Act Projects included represent those programs funded in the 1976 and/or 1977 fiscal year that specifically relate to the continuing education of women. The large number of human resources (e.g., information centers, organizations, and associations) presently existing in the field of women's educational equity will be addressed in a future WEECN publication.

The third bibliography in the series will be devoted to career counseling for women and will consist of individual components on various topics including counseling minority women; women in specific occupations and professions; testing; specific career counseling programs for women; and counselor training, strategies, and techniques.

Our special thanks to Dolores Harris, Director of Continuing and Adult Education, Glassboro State College, Glassboro, New Jersey; and to Phyllis Sutphen, Coordinator, Reentry Advisory Program, San Jose State University, San Jose, California, for reviewing this bibliography in draft form and making valuable suggestions.

About the Women's Educational Equity Communications Network—WEECN is an information service and communication system established in 1977 and operated by the Far West Laboratory for the U.S. Office of Education under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communication system, WEECN facilitates contact among persons, groups, and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainers, researchers, students, parents, and citizens.

If you would like to know more about WEECN, please write to us.

—Matilda Butler, Director

OVERVIEWS AND BIBLIOGRAPHIES

"Adult Women's Education: A Radical Critique"

Elizabeth Merideth and Robert Merideth. *JOURNAL OF THE NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS*, Spring, 1971, p. 111–120. Available from: National Association for Women Deans, Administrators, and Counselors (NAWDAC), 1028 Connecticut Ave., NW, Washington, DC 20036, single issue $2.50. In this article the authors propose alternative measures to meet the needs of women in universities. The critique suggests individual efforts by individual women must be facilitated by social innovation brought about by radical experiments with alternative living arrangements and open universities.

Continuing Education for Women: Current Developments

Jean A. Wells. Women's Bureau, Washington, DC, 1974, 13 p. Available from: Women's Bureau, Employment Standards Administration, US Department of Labor, Washington, DC 20210, free or EDRS,* ED 099 622, MF $0.83; HC $1.67, plus postage. This document estimates that over 500 continuing education courses, services, and programs for adult women are offered throughout the country. It examines new programs which include an emphasis on: helping employed women with career development or advancement to managerial positions; linking undergraduate women and community groups; promoting child care facilities; and experimenting with new methods of helping low-income women.

Continuing Education of Women

Adult Education Association of the USA, Washington, DC; ERIC Clearinghouse on Adult Education, Syracuse University, NY, 1970, 76 p. Available from: Adult Education Association of the USA, 810 Eighteenth St., NW, Washington, DC 20006 or EDRS, ED 042 122, MF $0.83; HC $4.67, plus postage. This annotated bibliography of about 150 items on women's continuing education includes descriptions of a newsletter, bibliographies, and documents on sex differences in ability, achievement, and role perception. Four other sections cover employment related interests and needs, women's participation in programs by universities and voluntary organizations, guidance and counseling, low income and otherwise disadvantaged women, and homemaking education activities and needs.

Continuing Education Programs and Services for Women

Women's Bureau. Washington, DC, 1971, 167 p. Available from: Women's Bureau, Employment Standards Administration, US Department of Labor, Washington, DC 20210, free. This report lists 450 programs known to be in operation in early 1971, state by state. It explains features, courses, admissions policies, and federal funding for continuing education programs. It also includes a 54-item bibliography.

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*Items listed in the Educational Resources Information Center (ERIC) system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210.

"Education Programs for Mature Women"

Jean A. Wells and Harriet G. Magruder. *EDUCATION DIGEST*, January, 1972, p. 42–45. Available from: *EDUCATION DIGEST*, Prakken Publications, Inc., PO Box 623, 416 Longshore Dr., Ann Arbor, MI 48107, single issue $1.00. This article discusses demographic and economic trends relating to the educational needs of mature women, the growing demand by mature women for higher educational institutions to consider their special needs, and some experimental programs which attempt to meet their needs.

The Emerging Role of Mature Women, Basic Background Data in Employment and Continuing Education: A Selected Annotated Bibliography Primarily of Free and Inexpensive Materials

Anna Elkin. Federation Employment and Guidance Service, Federation of Jewish Philanthropies of New York, 1972, 27 p. Available from: Federation Employment and Guidance Service, 215 Park Ave. South, New York, NY 10003, $2.00, five or more copies, $1.50; payment must accompany order or EDRS, ED 123 415, MF $0.83; HC $2.06, plus postage. This bibliography contains about 100 items related to women as workers. The citations include studies of educational opportunities and problems affecting women's vocational adjustment, statistical surveys of worker characteristics, and bibliographies.

"Going Back to School at 35 and Over"

Anne McDougall Young. *MONTHLY LABOR REVIEW*, December, 1975, p. 47–50. Available from: US Department of Labor, Bureau of Labor Statistics, Washington, DC 20212, free. This Special Labor Force Report details the numbers of adult women and men going back to school, and includes statistics for college, elementary school, and vocational school enrollment. The data presented identify employment status, sex, marital status of women, and race of persons over 35. An appendix provides definitions and explanations of basic labor force concepts, sample design, estimating methods, and reliability of the data.

Less Time, More Options

The Carnegie Commission on Higher Education, 1970, 45 p. Available from: McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10036, $1.95. This publication encourages more flexible patterns of participation in higher education and describes recommendations to be implemented by the year 2000, including shortening the length of formal education time and work experience with an academic side.

Nontraditional College Routes to Careers

Sarah Splaver. Julian Messner, Inc., New York, NY, 1975, 256 p. Available from: Simon and Schuster, Inc., 1 West Thirty-ninth St., New York, NY 10018, $6.95. This book discusses innovations in higher education which provide college access to the nontraditional student. It includes descriptions of innovative programs nationwide. One chapter focuses on lifelong learning and continuing education; another discusses women's participation in innovative higher education and describes continuing education and reentry programs for women.

Postsecondary Continuing Education: An Annotated Selected Bibliography

Gorden G. Darkenwald. Columbia University, Center for Adult Education, New York, NY, 1974, 12 p. Available from: EDRS, ED 099 585, MF $0.83; HC $1.67, plus postage. This annotated selected bibliography includes citations on continuing education programs sponsored by colleges and universities, professional associations, and business and industry.

"Reentry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement"

Carol Kehr Tittle and Elenor Rubin Denker. *REVIEW OF EDUCATIONAL RESEARCH*, Fall, 1977, p. 531–584. Available from: *REVIEW OF EDUCATIONAL RESEARCH*, 1126 Sixteenth St., NW, Washington, DC 20036, single issue $3.50. This review examines some factors related to the reentry of women to postsecondary education and draws implications for needed research. The document considers barriers and opportunities for the mature woman, current theory and research on career choice, and sex bias in interest measurement. The review concludes with implications for needed research and contains an extensive bibliography.

Research Guide to Women's Issues

Carolyn Mateer, et al. The Clearinghouse for Research on Women and Employment, 1976, 41 p. Available from: The Clearinghouse for Research on Women and Employment, Institute of Urban Studies. Cleveland State University, East Twenty-fourth and Euclid Ave., Cleveland, OH 44115 or EDRS, ED 138 187, MF $0.83; HC $2.06, plus postage. This research guide identifies numerous topics including education, high school career preparation, college graduates, effects of women's studies courses, external degree programs, and noncredit continuing education programs. The guide includes directories, bibliographies, indexes, and abstracts.

Returning Women: To Work and School

Catalyst, 1977, 6 p. Available from: Catalyst, 14 East Sixtieth St., New York, NY 10022, $1.50. This bibliography contains over eighty citations on women reentering the educational system and/or the labor force. Entries include guidebooks, research reports, journal and popular magazine articles, and other documents.

Some Action of Her Own: The Adult Woman and Higher Education

Helen S. Astin, ed. D.C. Heath and Co., 1976, 208 p. Available from: D.C. Heath and Co., Lexington Books, 125 Spring St., Lexington, MA 02173, $14.50. This book gives an analytic account of the development of programs of continuing education for women, the impact of these programs on women's lives, their influence on institutions which house them, and their effect on higher education in general. The collection of articles provides a framework for examining continuing education for women and includes recommendations.

Striving for Synergy in Adult Education As Equal Partners

Ruth M. Laws. A Position Paper for Committee on Social Justice in Celebration of International Women's Year to Promote Dialogue, Discussion, and Planning for Elevation of Status of Women through Adult Education, 1975, 22 p. Available from: EDRS, ED 117 527, MF $0.83; HC $1.67, plus postage. This

paper reports recent United Nations programs which are helping to eliminate cultural lag in the status of women. It describes recommendations to develop special continuing education programs for women.

"Toward the 21st Century for Women"

Ruth H. Osborn. *ADULT LEADERSHIP*, December 19, 1975, p. 116–119. Available from: Adult Education Association of the USA, 810 Eighteenth St., NW, Washington, DC 20006, single issue $2.00. This article reports the International Women's Year Conference decision that the key to the future for women throughout the world is continuing education, which hopefully would enable women to gain a sense of self realization, promote family life, increase options, and contribute their talents to a better world in the 21st century.

Women: A Bibliography on Their Education and Careers

Helen S. Astin, et al. Human Sciences Press, 1971, 243 p. Available from: Human Sciences Press, 72 Fifth Ave., New York, NY 10011, $12.95. This bibliography covers several main categories: determinants of career choice, marital and familial status of working women, women in the world of work, history and economics of women at work, and the continuing education of women. The citations include developmental studies, commentaries, and policy papers.

"Women Drop Back In: Educational Innovation in the Sixties"

Jean W. Campbell. *ACADEMIC WOMEN ON THE MOVE* by Alice Rossi and Ann Calderwood, eds., 1973, p. 93–119. Available from: Russell Sage Foundation, 230 Park Ave., New York, NY 10017, 560 p., $12.50. This chapter provides an historical perspective on women in education, reports on exemplary programs, and describes evaluation research on programs. It also includes profiles of individual students, themes of various innovations and problems to consider.

Women on Campus: The Unfinished Liberation

Editors of *CHANGE*. *CHANGE* Magazine, 1976, 256 p. Available from: *CHANGE* Magazine, Educational Change, Inc., NBW Tower, New Rochelle, NY 10801, $3.50. This book of essays contains an introduction by Elizabeth Janeway. The Back to College section includes "Why Women Go Back to College," a description of the results of a survey of reentry women including reasons for and problems of reentering education; "A Second Chance Program for Women," a discussion of the continuing education for women program at the New School for Social Research; and "A Fair Return," an examination of the author's personal experience, and the advantages and disadvantages of reentry.

Women: Their Education and Career Roles, An Annotated Bibliography of Selected ERIC References

Jean Barabas. ERIC-IRCD, Urban Disadvantaged Series, No. 31, 1972, 71 p. Available from: EDRS, ED 067 423, MF $0.83; HC $3.50, plus postage. Research-oriented citations cover several topics: women in society, women and counseling, women in academia, continuing education for women, career choice and development for women, and women in the world of work.

Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives

Esther Manning Westervelt and Deborah Fixter. College Entrance Examination Board, 1971, 67 p. Available from: Publications Order Office, College Entrance Examination Board, Box 592, Princeton, NJ 08540, $1.50. This annotated bibliography contains 291 annotations on women in higher education and 20 additional annotations on related aspects of women's lives. Topic sections include the continuing education of women, characteristics of the mature woman student, and research related to women's education.

THE MATURE WOMAN STUDENT

"Back to School—at 50"

Alycia Mason Redding. *McCALLS*, September, 1976, p. 36, 38. Available from: McCall Publishing Co., 230 Park Ave., New York, NY 10017, single issue $0.95. In this article, the author shares the steps preceding her decision to back to school. Ms. Redding tells of her own feelings of increased self-worth and self-motivation as she succeeded in her course work.

"Back to School for Wives and Mothers"

B. Robert Anderson. *HOUSE BEAUTIFUL*, January 1977, p. 16. Available from: *HOUSE BEAUTIFUL*, PO Box 10083, Des Moines, IA 50340, single issue $1.00. The article contains short reports of different women going back to school including a woman getting a Ph.D. in communications, a law student, and a business school student.

Changing Careers after Thirty-Five: New Horizons through Professional and Graduate Study

Dale L. Hiestand. Columbia University Press, 1971, 148 p. Available from: Columbia University Press, 562 West 113 St., New York, NY 10025, $10.00. This book reports a study of women and men in, or entering, professional or managerial occupations who had changed careers in their mature years. The author describes reasons for their return to school for a career change, policies and flexibility of different schools, and the forecast for these older students making a successful change of careers.

Continuing Education for Women: Factors Influencing a Return to School and the School Experience

Hazel Markus. 1973, 37 p. Available from: EDRS, ED 078 295, MF $0.83; HC $2.06, plus postage. This document describes various influences, internal and external, which direct women to return to school and includes a review of the literature. It also describes a questionnaire study of students contacting a center for continuing education for women during 1964–72, and reports findings on problems and attitudes related to the center's services.

"Continuing Education: The Older, Wiser Student"

Janet Riddell and Sam Bingham. *MS.* September, 1973, p. 54–56, 86, 88–89. Available from: *MS.* Magazine, 370 Lexington Ave., New York, NY 10017, single issue $1.00. This article reports the efforts of twenty inner city women who decided to return to college, urging their own schools and others to grant college credit for work and life experience.

Conversations with Returning Women Students

Jane Gibson Likert. Center for the Continuing Education of Women, University of Michigan, 1967, 55 p. Available from: Center for Continuing Education of Women, University of Michigan, 330 Thompson St., Ann Arbor, MI 48108, $1.00. This publication includes material from discussions with 200 women who returned to school or who were considering it. The women varied in their academic level and field, but all were married to men in the professions. The conversations include a discussion of anxieties, attitudes of husbands and faculty, effect on children, finances, and ways of managing home, work, and school.

"Do I Have the Right to Be a Working Mother?"

Linda Hendrix McPharlin. *REDBOOK*, August, 1976, p. 41–45. Available from: Redbook Publishing Co., 230 Park Ave., New York, NY 10017, single issue $0.95. This account describes a woman's decision to go back to school and study law. The author shares her personal day-to-day scheduling of schoolwork, housework, and family time. She also relates her husband's feelings about the experience.

"A Graduate in the Family"

Lois Duncan. *GOOD HOUSEKEEPING*, October, 1977, p. 102–109. Available from: *GOOD HOUSEKEEPING*, PO Box 10055, Des Moines, IA 50350, single issue $0.95. This article documents the personal account of the college graduation day of a mother of five. The author shares her private feelings toward her family and herself as she prepared for her commencement exercises.

"Honey, Won't You Please Stay Home?"

Rose Marie Roach. *PERSONNEL AND GUIDANCE JOURNAL*, October 19, 1976, p. 86–91. Available from: American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009, single issue $2.00. The author examines the stress produced in a reentry woman's interpersonal relationships with her husband and family in terms of balance theory. She also offers suggestions on how colleges might develop programs to help women.

"I'm Going to Start All Over Again— And Be a Doctor"

Patty Bailey. *REDBOOK*, December, 1974, p. 80, 82. Available from: Redbook Publishing Co., 230 Park Ave., New York, NY 10017, single issue $0.95. In this article the author relates her own past personal life that preceded her decision to become a doctor at age 29, and to give up teaching career. She relates her decision-making process and her husband's involvement at various stages.

"Inner City Women in White Schools"

Bernice J. Miller. *THE JOURNAL OF NEGRO EDUCATION*, Summer, 1973, p. 392–413. Available from: *THE JOURNAL OF NEGRO EDUCATION*, Howard University, Bureau of Educational Research, Washington, DC 20001, single issue $2.75. This article begins with a short history on continuing and career education and cites the increasing number of women in such programs and then focuses on the problems of black women in traditional liberal educational systems. The publication discusses psychological problems of older students and the logistics of returning to school including the need for child care and financial assistance, lack of mobility, and entrance to the job market.

The Mature Woman Student at Skyline College. Research Report Number 1

Gertrude M. Steele. Skyline College, San Bruno, CA, 1974, 113 p. Available from: EDRS, ED 129 367, MF $0.83, plus postage; HC not available from EDRS. This research reports a survey of mature women students including information on demographic characteristics, reasons why the women had previously interrupted their education, reasons for returning to school and primary goals, expectations and fears about returning to school, problems encountered at school, difficulties with transportation and scheduling, and the impact of return to school on relationships with husbands, children, and friends. The report includes recommendations for improvement of services to mature women, an extensive bibliography, and the survey instrument.

Meeting the Needs of Working Class Women in Postsecondary Education

Sandra Akickes and Elizabeth Worthman. Paper presented at the Conference on Women in Midlife Crisis, Ithaca, NY, 1976, 14 p. Available from: EDRS, ED 136 878, MF $0.83, plus postage; HC not available from EDRS. This paper describes the problems and successes of adult working-class women at Staten Island Community College, New York who have been entering the College in increasing numbers.

"Mother Goes Back to School"

Betty Farber. *PARENTS' MAGAZINE AND BETTER HOMEMAKING*, January, 1974, p. 46–47, 70. Available from: *PARENTS' MAGAZINE AND BETTER HOMEMAKING*, 80 New Bridge Rd., Bergenfield, NJ 07621, single issue $1.00. This article is a personal account of a woman who at 40 begins college in a small school in Missouri. The author relates personal history, anecdotes, and feelings from her experience, and raises questions for women thinking of returning to or beginning college.

"The Needs of Women Returning to School"

Judith Berman Brandenburg. *PERSONNEL AND GUIDANCE JOURNAL*, September, 1974, p. 11–18. Available from: American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009, single issue $2.00. This article describes the special needs of women returning to school and analyzes these needs on both a psychological and practical level. The author offers suggestions about how colleges in general and student personnel workers in particular can help meet these needs. The discussion is based on the experiences of returning women students at Queens College in New York.

"On Juggling a Family, a Home, and a College Education"

Janice Lee Smith. *MADEMOISELLE*, August, 1977, p. 32, 37. Available from: *MADEMOISELLE*, PO Box 5204, Boulder, CO 80323, single issue $1.25. This article is a day-by-day account of a woman's life as a student, a mother, and a wife. The author takes the reader through one week of her life, managing a family, a home, and a college education.

The Reentering Woman: From Housewife to Career

Transcript of Hearing of the Joint Committee on Legal Equality, State of California Legislature, San Jose, CA, 1974. Available from: Joint Committee on Legislative Equality, California State Legislature, Sacramento, CA 95814, $1.00. This transcript contains testimony by persons involved with women reentering education and the workforce. It presents a discussion of the problems and needs of such women in order to inform members of the Joint Committee.

"Resocialization and Reentry"

Lois Phillips. *EDCENTRIC: A JOURNAL OF EDUCATIONAL CHANGE, Special Issue on Sexism*, November, 1974, p. 28, 53–55. Available from: Center for Educational Reform, Inc., PO Box 10085, Eugene, OR 97401, single issue $1.25. This article describes continuing education programs for reentry into the world of work as maintaining the status quo or as being committed to resocialization by challenging myths and stereotypes. The publication discusses following affirmative action policies, opening traditionally male vocations to women, and offering credit for courses that deal with the affective domain.

The Returning Woman Student: Needs of an Important Minority Group on College Campuses. Student Development Report, Volume 12, Number 2

Eugenia Kelman and Bonnie Staley. Colorado State University, Ft. Collins, CO, 1974, 21 p. Available from: EDRS, ED 103 747, MF $0.83; HC $1.67, plus postage. This report presents the findings of a questionnaire survey of Colorado State University women aged 21–57. The report discusses the need for convenient day care for preschool children, orientation at initial reentry to campus, social skill training, social contact with peers, and assistance in vocational choice, vocational preparation, and job search.

So You Want to Go Back to School. Facing the Realities of Reentry

Elinor Lenz and Marjorie Hansen Shaevitz. McGraw-Hill Book Co., 1977, 252 p. Available from: McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10036. $4.95. This book provides information, insights, and how-to guidance on a broad spectrum of needs from how to study for entrance exams and write term papers, to the care and handling of personal relationships. It discusses the large number of adult women reentering school, but also deals with men returnees, midlife career changers, and others.

Studies of the Adult Learner. Formal Education at a Standstill: Women's Views. Research Paper Number 4

Otis Holloway Owens and Marilyn Emplaincourt. University of Alabama, University, AL, 1977, 87 p. Available from: Institute of Higher Education Research and Services, University of Alabama, University, AL 35486 or EDRS, ED 134 122, MF $0.83; HC $4.67, plus postage. This paper examines the educational attitudes, experiences, needs, and constraints of a selected sample

of women in the Tuscaloosa area who were not enrolled in educational programs during the spring of 1975. The study of 116 women reports the major barriers to attaining further education.

A Study of Factors Affecting Attrition among Women Reentering Formal Education

M. William Reimal. University of Northern Colorado, Greeley, CO, 1976. Available from: University Microfilms International, 300 North Zeeb Rd., Ann Arbor, MI 48106, order number TSZ 76-29778, paper copy $15.00 for academic orders; $20.00 nonacademic; fiche or microfilm $7.50 for academic orders, $10.00 nonacademic. Orders may be placed toll free (800) 521-3042. This doctoral dissertation identifies six factors related to persistence in staying in school among women reentering higher education through the California community colleges women's reentry programs. It describes the importance of the reentering woman's age, children's ages, prior college experience, and income level.

A Survey of Reentry Women in California: Needs, Problems, Programs

Kathleen Barry, et al. Report of Ad-Hoc Women's Reentry Survey Committee to the State of California Legislature, Joint Committee on Legal Equality, 1975, 42 p. Available from: Joint Committee on Legislative Equality, California State Legislature, Sacramento, CA 95814, $1.00. This California survey contains sections on a profile of the reentry woman, community and educational support systems, and women's reentry to the labor force. The document includes recommendations and a woman's reentry referral list.

Women in Continuing Education

Linda M. Rosewood and Patricia W. Lunneborg. University of Washington, Bureau of Testing, Seattle, WA, 1972, 14 p. Available from: EDRS, ED 067 997, MF $0.83; HC $1.67, plus postage. This evaluation research project represents an attempt to assess the effect of the University of Washington Women's Continuing Education Program on its participants. The project personnel constructed instrument measures on self-image, attitudes towards women, problem-solving ability, and career orientation and administered them to registered students and to non-registered students as a control.

Women's Perception of Their Psychological and Practical Needs upon Reentry to a Community College: Implications for Restructuring the Learning Environment

Lillian S. Richards. Ed.D. Practicum, Nova University, 1976, 69 p. Available from: EDRS, ED 130 713, MF $0.83; HC $3.50, plus postage. This study describes the special needs of women returning to school after an interruption for marriage or employment at Fresno City College in California. The document discusses numerous concerns of reentry women including shortage of time, school-related anxiety, conflict, money problems, child care, study skills, counseling deficiencies, and problems with instructors and outlines recommendations to effectively deal with these problems.

COUNSELING RESOURCES

Catalyst Publications

Education Opportunities Series. Career Opportunities Series. Self-Guidance Series. Available from: Catalyst, 14 East Sixtieth St., New York, NY 10022, *Educational Opportunities Series* $0.90 each; *Career Opportunities Series* $1.25 each; *Self-Guidance Series* $1.75 each; complete set includes display unit $45.00. These publications are produced by Catalyst, a national nonprofit organization that helps women choose, launch, and advance their careers. The *Educational Opportunity Series* includes "General Information for the Returning Student" and booklets on Business Administration, Counseling, Teaching, Environmental Affairs, Health Services, Law, Library Science, Psychology, Social Work, and Urban Planning. The *Career Opportunities Series* provides publications on 27 different fields including Banking, Data Processing, Engineering, and Insurance. The *Self-Guidance Series* contains "Planning for Work" and "Your Job Campaign."

"Counseling Experiences and Needs of Older Women Students"

Margaret P. Geisler and Randolph S. Thrush. *JOURNAL OF THE NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS,* Fall, 1975, p. 3–7. Available from: National Association for Women Deans, Administrators, and Counselors (NAWDAC), 1028 Connecticut Ave., NW, Washington, DC 20036, single issue $2.50. This article suggests policies and procedures to enhance the return and progress of older women students on campuses across the nation. Using a questionnaire to sample the 264 women, the author pinpoints resources the women use, problems they have, and changes that need to be made.

Everywoman's Guide to College

Eileen Gray. Les Femmes, 1975. Available from: Les Femmes, 321 Adrian Rd., Millbrae, CA 94030, $3.95. This handbook for women reentering higher education describes a former reentry student's personal experiences and reports a survey of other reentry women. It includes how-to sections on financial aid, academic success, and choosing a college. The publication includes sources (especially in California) and a bibliography.

A Guide to Women's Educational Opportunities in Western Colleges and Universities

Carolyn M. Byerly. Western Interstate Commission for Higher Education, 1973, 125 p. Available from: Western Interstate Commission for Higher Education, PO Drawer P, Boulder, CO 80302. This publication reports findings of a survey conducted with 178 western campuses on special programs, services, and innovations offered to women students. It includes a summary of available educational opportunities, funding sources, contact persons, and interinstitutional and extrainstitutional communication and cooperation. It also contains an alphabetical index of institutions.

How to Go to Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow

Felice N. Schwartz, Margaret H. Schifter, and Susan S. Gillotti. The Catalyst Foundation, New York, NY, 1972, 350 p. Available from: Simon and Schuster, Rockefeller Center, 630 Fifth Ave., New York, NY 10020, $2.95. This book contains resources especially for the educated wife and mother who is underemployed and desires to explore more equitable career alternatives. One chapter provides an overview of education, counseling, and testing. A section on specific careers explores over fifty options and includes information on training, aptitudes and abilities, workforce needs, and part-time possibilities.

New Career Options for Women: A Counselor's Sourcebook

Helen S. Farmer and Thomas E. Backer. Human Interaction Research Institute, Los Angeles, CA, 1977. Available from: Human Sciences Press, 75 Fifth Ave., New York, NY 10011, $16.95. This book is designed to complement current literature dealing with the vocational counseling of women. The document gives particular attention to certain subgroups of women including reentry women, black women, widows, and divorcees. The book also provides suggestions for bias-free counseling procedures and includes a list of references, appendices, subtopic titles, charts, and tables.

New Career Options for Women: A Selected Annotated Bibliography

Ann T. Phelps, Helen S. Farmer, and Thomas E. Backer. Human Interaction Research Institute, Los Angeles, CA, 1977, 144 p. Available from: Human Sciences Press, 75 Fifth Ave., New York, NY 10011, $9.95. This publication contains entries on women at work in a variety of settings, opportunities for continuing education and training, sex bias and counseling, and counseling methods and techniques. A section on special issues includes citations on such topics as "Does the Working Mother Hurt Her Children?" and "Achievement Motivation."

New Career Options: A Woman's Guide

Helen S. Farmer and Thomas E. Backer. Human Interaction Research Institute, Los Angeles, CA, 1977, 60 p. Available from: Human Sciences Press, 75 Fifth Ave., New York, NY 10011, $2.95. This resource guide for women describes how to get help in planning a career or schooling, how to search for a job, and how to obtain additional information. Several listings identify relevant government and nongovernment organizations, publishing houses, and Catalyst local resource centers.

Resources on Eliminating Sex-Role Stereotyping in Vocational Education

The Center for Vocational Education, 1977, 4 p. Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, free. This annotated document lists state and local projects, reports and products, organizations, bibliographies, and nonprint materials pertaining to women and vocational education.

"Scholarships for Older Women"

Marilyn Mercer. *McCALL'S*, October, 1974, p. 52. Available from: McCall's Publishing Co., 250 Park Ave., New York, NY 10017, single issue $0.95. This short article describes Clairol's College Financial Aid for Older Women Students Program and how it meets needs of today's returning woman student. The

Clairol program is especially for women students over 35. (Loving Care Scholarship Program, PO Box 1027, Yonkers, NY 10701).

Second Careers for Women, Volume II

Jane D. Fairbank and Helen L. Bryson, eds. Second Careers for Women, 1975, 127 p. Available from: Second Careers for Women, PO Box 9660, Stanford, CA 94305, $3.95, plus $0.50 postage and handling; California orders add $0.24 sales tax. Each of the essays contained in this book is written by a professional woman in the following areas: computer science and data processing, engineering and physical sciences, health sciences, recreation and leisure services, social work and related fields, writing and editing, and small business. The essays identify educational and experiential qualifications, educational programs, employment opportunities, job duties and responsibilities, and additional resources for information.

Selected List of Postsecondary Education Opportunities for Minorities and Women

Carol J. Smith. US Department of Health, Education, and Welfare, 1977, 50 p. Available from: US Department of Health, Education, and Welfare, Office of Education, Bureau of Higher and Continuing Education, Washington, DC 20202, free. This publication provides specific information on loans, scholarships, and fellowship opportunities and includes facts on how and where to seek general assistance in pursuing further education and career goals.

The Student Personnel Services for Women in Continuing Education in Montgomery College

Richard H. Miller. Montgomery College, Rockville, MD, 1973, 25 p. Available from: EDRS, ED 099 714, MF $0.83; HC $1.67, plus postage. This study reports the use, effectiveness, and need for student personnel services for mature women (over 25) in degree programs. Additional data include personal and academic characteristics, educational goals, and problems encountered. The report includes recommendations on well-developed adult counseling programs and methods of serving the needs of mature women.

"Supermoms Shift Gears: Reentry Women"

Linda Brooks. *COUNSELING PSYCHOLOGIST*, Summer, 1976, p. 33–37. Available from: American Psychological Association, Washington University, Box 1053, St. Louis, MO 63130, single issue $3.50. This article describes effective counseling for women returning to school or work as being nonideological, nonbiased, and aimed at facilitating the woman's progress at every stage of the reentry process. A model for adult women including group counseling situations with specific objectives and structured activities is presented as a guideline for counselor assessment and intervention.

Supervised Study: Personal Development for Mature Female Students

Donald Anderson. Virginia Western Community College, Roanoke, VA, 11 p. Available from: EDRS, ED 101 796, MF $0.83; HC $1.67, plus postage. This study describes a special course designed by a college counseling service to define specific sources of psychological, sociological, and situational factors which may impede the growth and development of the mature

female student. The report includes student objectives, proposed teaching methods, and a sequence of topics for the course. It also describes a means for course evaluation and contains a bibliography on college women.

The Use of Interest Inventories with the Reentering Woman

Mary Ellen Verheyden-Hilliard. National Institute of Education, Washington, DC, 1974, 47 p. Available from: EDRS, ED 095 369, MF $0.83; HC $2.05. This study reviews the relevant literature and examines critical factors affecting reentry women's access to jobs and their chances of obtaining and retaining work at a level appropriate to their capacities. The paper selected material from various inventories and discusses language, items, instruction, and interpretive materials. Recommendations cover the different aspects of interest inventories, counselor education, and research.

Women and Fellowships, 1976

Judith Nies. Women's Equity Action League Educational and Legal Defense (WEAL) Fund, 1976, 35 p. Available from: WEAL Fund, National Press Building, Washington, DC 20045, $4.00 postpaid first class or $3.50 postpaid third class mail. This publication discusses various aspects of fellowships and the pressures for change within fellowship networks. It describes application procedures and gives specific information on numerous fellowships including the Fulbright-Hays, Congressional Fellows, NASA Fellowships, Alfred P. Sloan, and Guggenheim Scholars.

Women in Nontraditional Occupations: A Bibliography

US Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, 1976, 189 p. Available from: EDRS, ED 133 460, MF $0.83; HC $10.03, plus postage. This bibliography includes overview materials, materials on women in nontraditional skilled/vocational and professional occupations, resources for additional information, and sources for materials.

PROGRAM DEVELOPMENT

"Continuing Education for Women, 1960–1975: A Critical Appraisal"

Joy K. Rice. *EDUCATIONAL RECORD*, Fall, 1975, p. 240–249. Available from: American Council on Education, 1 Dupont Circle, Washington, DC 20036, single issue $2.50. This article examines assumptions and issues underlying the development of continuing education programs for women. It assesses pat-

terns of discontinuous vs. continuous education, accommodation to social norms vs. change, separatist vs. nonseparatist education, and remedial vs. a preventive approach to role definition and lifetime planning.

"Continuing Education for Women: Gaining Institutional Credibility"

Alice Elrod Whatley. *JOURNAL OF THE NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS*, Fall, 1975, p. 9–15. Available from: National Association for Women Deans, Administrators, and Counselors (NAWDAC), 1028 Connecticut Ave., NW, Washington, DC 20036, single issue $2.50. This article advances an array of hypotheses which are suggested as influential in the establishment and development of programs concerned with continuing education for women on a university campus. The author examines and critiques the hypotheses.

An Exploratory Study of the Developmental Processes of Continuing Education Programs and Services for Women in Michigan Community Colleges

Rita M. Costick. Michigan State University, East Lansing, MI, 1975, 204 p. Available from: University Microfilms International, 300 North Zeeb Rd., Ann Arbor, MI 48106, order number 76-5537, paper copy $15.00 for academic orders, $20.00 for nonacademic; fiche or microfilm $7.50 for academic orders, $10.00 for nonacademic. Orders may be placed toll free (800) 521-3042. This doctoral dissertation identifies specific steps which appear to be critical in successful women's program development. Recommendations and a developmental questionnaire for college and university program planners focus on building relationships with the client system; diagnosing needs and defining objectives; acquiring essential resources; and determining, implementing, and evaluating programs and services. A bibliography includes resources on educational innovation and planned change.

"Providing a Reentry Bridge for Women: A Need-Centered Continuing Education Program"

Annette Ten Elshof and Carol Konek. *ADULT LEADERSHIP*, April 1977, p. 239–241, 245. Available from: Adult Education Association of the USA, 810 Eighteenth St., NW, Washington, DC 20006, single issue $2.00. This article examines individually the elements of a successful college-based continuing education program for women: recruitment and admission, orientation, services (financial support, day care, counseling, career planning, support groups, and transition programs), curriculum, and administration.

A Question of Opportunity: Women and Continuing Education

Kathryn L. Mulligan. National Advisory Council on Extension and Continuing Education, Washington, DC, 1973, 33 p. Available from: EDRS, ED 081 323, MF $0.83; HC $1.67, plus postage. This document reviews the relevant research concerning employment, traditional university offerings, and vocational and educational lifestyles of women. It reports the results of a questionnaire sent to 376 program directors in an attempt to learn about some of the more successful models of programs for women. It also assesses the impact of federal legislation and identifies potential funding sources for practitioners in the field.

SPECIFIC PROGRAMS

"ANSWER: A Response to Women's New Ideas and Needs"

Patricia M. Reinfeld. *COMMUNITY COLLEGE FRONTIERS*, Spring, 1975, p. 15–17. Available from: *COMMUNITY COLLEGE FRONTIERS*, Sangamon State University, Springfield, IL 62708, single issue $1.00. A Now Solution For Women's Educational Requirements (ANSWER) is a one-semester part-time program at Gloucester County College in New Jersey, designed for older women wanting to try college. Many specific facets of the program are described, including the grouping of women with similar apprehensions and motivations.

Continuing Education for Texas: Special Studies of Nontraditional Approaches to Education

Anthony C. Neidhart, ed. Texas College and University System, Austin, TX, 1974, 391 p. Available from: EDRS, ED 105 193, MF $0.83; HC $20.75, plus postage. This report presents 13 studies undertaken by Texas institutions of higher education responding to the need for improved services to adults. The document includes a study on continuing education for women.

Continuing Education for Women at Mesabi Community College

Marguerite Maki, et al. Mesabi Community College, Virginia, MN, 1974, 50 p. Available from: EDRS, ED 097 928, MF $0.83; HC $2.06, plus postage. This study reports a survey to determine the educational levels, objectives, programs, and areas of interest of 310 women who desired to continue their education. The report includes a review of the literature, an identification of other area programs, and a bibliography.

Continuing Education for Women. Planning Delphi. Final Report

Julia A. White and Irene A. Jillson. University of West Florida, Pensacola, FL, 1976, 80 p. Available from: EDRS, ED 137 572, MF $0.83; HC $4.67, plus postage. This report documents a two-year study to plan, develop, and offer relevant continuing education programs for women in Pensacola. A Delphi study was conducted to determine the educational needs and priorities of different types of women living in Pensacola. The report offers program suggestions, provides an overview of the Delphi technique, a record of the methods and questions, and a data summary.

Council for the Continuing Education of Women Annual Report

Elizabeth H. Kaynor. Council for the Continuing Education of Women, Miami, FL, 1972, 18 p. Available from: EDRS, ED 073 330, MF $0.83; HC $1.67, plus postage. This document presents the 1972 annual report of the Greater Miami Council for the Continuing Education of Women (CCEW). The report describes the CCEW, in operation for two years and now a part of Miami-Dade Junior College, which offers programs encouraging women to continue their education and serves as an information and referral center to educational resources in academic, career, and self-improvement fields.

"De Anza Builds a Reputation: A California College Helps 'High Risk' Minority Women Back to Classrooms and to Feelings of Self-Worth"

Dru Anderson. *AMERICAN EDUCATION*, May, 1974, p. 30–33. Available from: Superintendent of Documents, US Government Printing Office, Washington, DC 20402, single issue $1.00. This article describes the Women's Reentry Education Program at De Anza College in Cupertino, California, which serves low-income minority women with limited schooling. It discusses problems, motivations, and feelings of participating students and includes photographs and quotes from students.

Development and Administration of Continuing Education for Women: 1964–1974

Ruth Helm Osborn and Mary Jo Strauss. George Washington University, Washington, DC, 1975, 147 p. Available from: EDRS, ED 116 511, MF $0.83; HC $7.35, plus postage. This document describes the program at George Washington University and the students, faculty, and administrative staff working as individuals and as team members to develop the potential of women with various educational backgrounds from the high school dropout to the postdoctorate. The study reviews the counseling services, academic credit and noncredit courses, financial aid, and administrative structure of the Continuing Education for Women Program.

History of the Women's Reentry to Education Program, San Jose City College, 1973–1976

Pamela Alexandra. San Jose City College, San Jose, CA, 1976, 87 p. Available from: EDRS, ED 125 706, MF $0.83; HC $4.67, plus postage. This report discusses the Women's Reentry to Education Program (WREP) at San Jose City College, a one-year program designed for low-income, urban women who want to return to school. Appendices include a list of objectives for the WREP program; program budgets; a student profile; student evaluation of counseling, instructors, and the program in general; and a table showing WREP student grade point average.

New Colleges for New Students

Laurence Hall, et. al. Jossey-Bass, 1974, 210 p. Available from: Jossey-Bass Publishers, 615 Montgomery St., San Francisco, CA 94111, $10.95. The book provides descriptive studies of colleges that have been designed to serve particular groups of new students including blue collar, rural youth, adult learners, and minority group students. Commentaries written by educators who have explored the educational needs of these students follow. A chapter on women includes discussion of Westbrook College, New School for Social Research, and women and post-secondary education.

"Older Women, Newer Students"

Beatrice Taines. *COMMUNITY AND JUNIOR COLLEGE JOURNAL*, August/September, 1973, p. 44. Available from: American Association of Community and Junior Colleges, 1 Dupont Circle, NW, Washington, DC 20036, single issue $1.00. This article describes the Women's Reentry Program initiated fall, 1972, at Diablo Valley College, a public community college in Pleasant Hill, California, and reports the parts of the program especially valuable to students.

"Reentry"

SEX DISCRIMINATION IN EDUCATION NEWSLETTER, April, 1976, entire issue. Available from: *SEX DISCRIMINATION IN EDUCATION NEWSLETTER*, Department of Psychology, University of Michigan, 580 Union Dr., Ann Arbor, MI 48109, single issue $1.00. This issue focuses on college reentry efforts for women and provides information on the Sarah Lawrence College Program in New York. Regular features of the newsletter include sections on issues, books and periodicals, nonprint media, projects, and conferences.

"Reentry Programs"

Toni A. Howard. *NEW DIRECTIONS FOR HIGHER EDUCATION*, February, 1975, p. 43–59. Available from: Jossey-Bass Publishers, 615 Montgomery St., San Francisco, CA 94111, single issue $5.00. This report discusses counseling and guidance, financial assistance, and flexible course scheduling for women who want to resume their education. Brief summaries describe nine different women's programs around the country which demonstrate the ways in which institutions and organizations are solving these problems.

Reentry Women: Some Programmatic Considerations

Mary G. Bolton. University of California, Davis, CA, 1975, 10 p. Available from: EDRS, ED 111 950, MF $0.83; HC $1.67, plus postage. This document describes a six-week course titled "You Too Can Return to College" at the University of California at Davis which assists adult women reentering college. The paper describes the following course activities: group sharing, interest/aptitude testing, writing a life diary, role perception, study skills, test interpretation, career opportunities, interviewing and résumé information, discussion of opportunities for academic experience, and a concluding personal interview.

"A Second Chance Program for Women: The New School for Social Research"

Elizabeth Hansot. *CHANGE*, February, 1973, p. 49–51. Available from: *CHANGE* Magazine, Educational Change, Inc., NBW Tower, New Rochelle, NY 10801, single issue $1.25. This article describes the direction the Human Relations Work-Study Center of the New School of Social Research is moving in order to help women lead more satisfying lives. It describes the Greenwich Village-based Program, the oldest continuing education center for women in the United States (founded in 1919).

"Support for Returning Students"

Amy Buckley, et al. *ADULT LEADERSHIP*, September, 1976, p. 21–23. Available from: Adult Education Association of the USA, 810 Eighteenth St., NW. Washington, DC 20006, single issue $2.00. This article describes a program at Duke University on continuing education for women students returning to the university classroom.

Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report

Marvin A. Schrader and Curt J. Sharp. Lakeshore Vocational, Technical, and Adult Education District, Cleveland, WI, 1976, 56 p. Available from: EDRS, ED 136 039, MF $0.83; HC $3.50, plus postage. This study describes the need for continuing education among secretaries and clerks in the Lakeshore District (Wisconsin). The report presents a complete description of the research with an emphasis on the findings, and includes recommendations and the measurement instruments.

WOMEN'S EDUCATIONAL EQUITY ACT PROJECTS

Apprenticeship Training Entry: Advanced Career Preparation

Contact: Avis Y. Pointer, Project Director; funded for the second fiscal year, 1977. Center for Human Services, 5330 Wisconsin Ave., NW, Suite 1600, Washington, DC 20015, (301) 654-2550. This project, jointly submitted by the Center for Human Services (CHS) and the Graphic Arts International Union (GAIE) and the Union Employees of America, Printing Industries of America, is an outreach program which will enable local union committees to identify women who wish to obtain advanced career preparation and to become involved in apprenticeship programs. A needs assessment and pre-survey have been conducted and a model training program is being designed and will be delivered to workers at worksites and to appropriate management and officials.

Assist Public and Community Agencies Develop Programs for Low-Income and Welfare Women

Contact: Deluvina Hernandez, Project Director; funded for fiscal year, 1977. National Chicana Foundation, Inc., Special Projects, Box 7306, San Antonio, TX 78207, (512) 224-7528. The purpose of this project is to develop a curricular/career model to assist public and community agencies and educational institutions in offering educational and training programs for low-income and welfare women, especially those who head households and those who are of ethnic, racial, or cultural minority groups. Products will be a handbook and a set of five black and white videotapes emphasizing a variety of options for low-income and welfare women.

Community College Counselor Training Project for Returning Women

Contact: Margaret Whittaker, Project Director; funded for fiscal year, 1977. Delta College, University Center, MI 48710, (517) 686-0400. This project is to develop and demonstrate a model for increasing the skills of community college counselors for serving women who return to the educational system after a lapse of time. Emphasis will be on developing the counselors' understanding of the needs, attitudes, and circumstances of the returning women as well as training in suitable counseling techniques. A workshop format utilizing videotapes, simulations, and role playing will be designed, piloted, evaluated, and field-tested. Other instructional agencies will be able to use this package to implement training workshops for improving counseling services to returning women.

Continuing Education for Women Programs: Development and Administration

Contact: Marjorie Parks, Project Director; funded for fiscal year, 1976. George Washington University, Continuing Education for Women, Library Suite 621–624, 2130 H St., NW, Washington, DC 20052, (202) 676-7036. This project developed a model program to train administrators and counselors from colleges and universities in methods of developing, administering, and evaluating programs of continuing education for women in their respective institutions. These leaders then trained counselors

and leaders in their institutions and communities. The program included the development of a handbook for administrators, the production of audiovisual aids, and the utilization of these products in a training workshop. Materials should be available for use by spring, 1978.

Employment Resources Training Services Model

Contact: Geri Hair, Project Director; funded for fiscal year, 1976. Employment Information Center of the Women's Center of Dallas, 2001 McKinney, Suite 300, Dallas, TX 75201, (214) 748-9242. This project developed a model for employment resources and training services programs for underemployed, minority, blue collar, and career changing women, including displaced homemakers and reentry women. The model specifically addressed the need for special educational activities and support services. A development plan in the form of a manual was produced to be used by women's centers, colleges and universities, state and local agencies, and volunteer organizations.

Life and Career Choices for Adult Working Class Women

Contact: Audrey Branch, Project Director; funded for fiscal year, 1977. LaGuardia Community College, Division of Cooperative Education, 31-10 Thomson Ave., Long Island City NY 11101, (212) 626-8546. A model in life and career choices for adult working class women and a work/experiential education program will be developed to provide adult low-income women with structured experience in the workplace, coupled with intensive campus-based support. Materials to facilitate program delivery and replicability will include a comprehensive work experience curriculum, basic academic courses redesigned for working class women, a staffing and staff training model, and resulting handbooks and curricular materials.

Overcome Cultural Barriers: Survival Skill Training for Low-Income Women

Contact: Elizabeth Meese, Project Director; funded for fiscal year, 1977. Women's Center of Tuscaloosa, 2805 Seventh St., Tuscaloosa, AL 35401, (205) 348-5782. The purpose of this project is to develop a model program for teaching survival skills to low-income adult women who have not completed their high school education. The objective is to break the self reinforcing poverty cycle by teaching low-income women to overcome self defeating cultural barriers. Survival skills will include basic literacy, household economics, mathematics, budgeting and financial management, and assertiveness training. Curricular materials will be produced with a focus on skill exercises drawn from legal information, consumer rights, health care, and household economics.

Sensitize University Faculty/Staff to Returning Women Students

Contact: Karen Weiss, Project Director; funded for fiscal year, 1976. University of Maryland, Counseling Center, College Park, MD 20742, (301) 454-2935. This project initiated a model low-cost, student-operated, self-perpetuating program for returning women students. Training opportunities were offered to returning women through a University course which developed individual and group leadership, and academic survival skills and

provided experiential learning. The students worked as peer advisors and leaders to provide services to other returning and potential returning women, and to sensitize the University faculty and staff to those institutional barriers which frustrate returning women's pursuit of higher education. A program manual was produced which describes its development, training techniques, program evaluation, and outcomes.

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